L E GABLE MIDDLE 198 Otts Shoals Road Roebuck, South Carolina 29376 6-8 Middle School GRADES ENROLLMENT 737 Students Ronald W. Garner 864-576-3500 PRINCIPAL SUPERINTENDENT Dr. Darryl Owings 864-576-4212 Mr. Lynn Harris 864-576-4212 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: G00D Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 18 0 1 7 0 IMPROVEMENT RATING: **BELOW AVERAGE** ADEQUATE YEARLY PROGRESS: Z This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

E Gable Middle

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

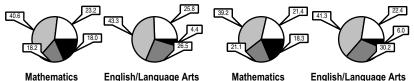
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Mathematics English/Language Arts

Advanced Very high score; very well prepared to work at next grade level; exceeded expectations **Proficient** Well prepared to work at next grade level; met expectations Basic Met standards; minimally prepared, can go to next grade level **Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

Definition of Critical Terms

L E Gable Middle 4206056

PACT PERFORMANCE BY GROUP									
	Enrollment 1st	$-\tau$	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced of	Performance Objective	Participation Objective M.
Englis	h/Langua	ge Arts - S	tate Perf	ormance	, Objective	= 17.6%			
All Students	747	99.9	25.6	43.4	26.5	4.4	43.1	Yes	Yes
Gender									
Male	377	99.7	33.1	43.6	19.5	3.8	35.8		
Female	370	100.0	18.4	43.2	33.3	5.1	50.3		
Racial/Ethnic Group									
White	540	100.0	21.5	42.4	30.0	6.0	49.8	Yes	Yes
African-American	175	99.4	38.6	45.8	15.7	0.0	24.2	Yes	Yes
Asian/Pacific Islander	15	100.0	20.0	60.0	20.0	0.0	20.0	I/S	I/S
Hispanic	14	100.0	45.5	45.5	9.1	0.0	18.2	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status	,	,		,		,	,	,	
Not Disabled	671	100.0	20.7	45.3	29.0	4.9	47.4		
Disabled	76	98.7	69.0	26.8	4.2	0.0	5.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	747	99.9	25.6	43.4	26.5	4.4	43.1		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	744	99.9	25.3	43.6	26.6	4.5	43.3		
Socio-Economic Status									
Subsidized meals	252	99.6	41.9	44.5	12.7	0.9	23.1	Yes	Yes
Full-pay meals	495	100.0	17.7	42.9	33.3	6.2	52.9		

Mathematics - State Performance Objective = 15.5%									
All Students	747	100.0	23.2	40.6	18.2	18.0	48.4	Yes	Yes
Gender									
Male	377	100.0	29.0	36.2	16.2	18.6	44.9		
Female	370	100.0	17.5	44.9	20.1	17.5	51.7		
Racial/Ethnic Group									
White	540	100.0	18.8	39.7	19.8	21.7	53.9	Yes	Yes
African American	175	100.0	39.6	42.2	13.0	5.2	28.6	Yes	Yes
Asian/Pacific Islander	15	100.0	13.3	53.3	6.7	26.7	53.3	I/S	I/S
Hispanic	14	100.0	18.2	27.3	36.4	18.2	63.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	671	100.0	18.5	42.1	19.5	19.9	52.5		
Disabled	76	100.0	63.9	27.8	6.9	1.4	12.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	747	100.0	23.2	40.6	18.2	18.0	48.4		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	744	100.0	23.1	40.5	18.2	18.1	48.6		
Socio-Economic Status									
Subsidized meals	252	100.0	40.9	41.7	10.9	6.5	27.8	Yes	Yes
Full-pay meals	495	100.0	14.5	40.1	21.7	23.7	58.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

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PACT PERFORMANCE BY	-	EVEL /	7	— ,——												
					PACT PERFORMANCE BY GRADE LEVEL											
	% Tested % Below Basic		% Proficient	% Advanced	% Proficient and Advanced	/										
	inglish/Langu	age Arts														
Grade 3 N/A	N/A N/A	N/A	N/A	N/A	N/A											
	N/A N/A	N/A	N/A	N/A	N/A											
Grade 5 N/A	N/A N/A	N/A	N/A	N/A	N/A											
Grade 6 237 9	9.6 23.2	42.9	28.1	5.8	33.9											
Grade 7 260 9	9.6 29.5	46.9	22.0	1.7	23.7											
Grade 8 256 9	9.6 33.3	44.7	21.1	0.8	21.9											
Grade 3 N/A	N/A N/A	N/A	N/A	N/A	N/A											
Grade 4 N/A	N/A N/A	N/A	N/A	N/A	N/A											
Grade 5 N/A	N/A N/A	N/A	N/A	N/A	N/A											
Grade 6 248 10	0.0 32.2	34.3	28.6	4.9	33.5											
Grade 7 246 10	0.0 25.0	50.0	21.7	3.3	25.0											
Grade 8 253 9	9.6 24.8	45.2	25.6	4.4	30.0											

Mathematics										
N/A	N/A	N/A	N/A	N/A	N/A	N/A				
N/A	N/A	N/A	N/A	N/A	N/A	N/A				
N/A	N/A	N/A	N/A	N/A	N/A	N/A				
237	99.6	16.9	39.1	22.2	21.8	44.0				
260	99.2	28.2	43.6	14.9	13.3	28.2				
256	99.6	27.4	52.7	12.2	7.6	19.8				
N/A	N/A	N/A	N/A	N/A	N/A	N/A				
N/A	N/A	N/A	N/A	N/A	N/A	N/A				
N/A	N/A	N/A	N/A	N/A	N/A	N/A				
248	100.0	21.2	31.8	24.9	22.0	46.9				
246	100.0	25.0	38.9	16.4	19.7	36.1				
253	100.0	28.7	49.4	12.0	10.0	21.9				
	N/A N/A 237 260 256 N/A N/A N/A 248 246	N/A N/A N/A N/A N/A N/A N/A N/A 237 99.6 260 99.2 256 99.6 N/A N/A N/A N/A N/A N/A 248 100.0 246 100.0	N/A N/A N/A 260 99.2 28.2 256 99.6 27.4 N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A 248 100.0 21.2 246 100.0 25.0	N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A 237 99.6 16.9 39.1 260 99.2 28.2 43.6 256 99.6 27.4 52.7 N/A N/A N/A N/A 248 100.0 21.2 31.8 246 100.0 25.0 38.9	N/A N/A N/A N/A N/A 237 99.6 16.9 39.1 22.2 260 99.2 28.2 43.6 14.9 256 99.6 27.4 52.7 12.2 N/A N/A N/A N/A N/A N/A N/A <th>N/A N/A N/A</th>	N/A N/A				

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SCHOOL PROFILE				
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 737)				
Students enrolled in high school credit courses (grades 7 & 8)	26.1%	Up from 20.9%	24.2%	14.6%
Retention rate	0.4%	Down from 1.4%	2.5%	3.0%
Attendance rate	96.7%	Up from 94.6%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%		3.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%		3.4%	5.3%
Eligible for gifted and talented	19.6%	Up from 18.1%	23.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	Down from 11.2%	10.7%	13.9%
Older than usual for grade	1.1%	Down from 1.7%	2.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.6%	0.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	62.0%	Up from 60.8%	53.4%	48.7%
Continuing contract teachers	78.0%	Down from 90.2%	83.5%	81.7%
Highly qualified teachers**	96.6%	N/A	92.8%	90.4%
Teachers with emergency or provisional certificates	7.1%		4.3%	5.3%
Teachers returning from previous year	90.4%	Up from 90.0%	85.7%	85.1%
Teacher attendance rate	97.8%	Up from 95.1%	95.3%	94.8%
Average teacher salary Prof. development days/teacher	\$42,769	Down 1.1% Up from 11.1 days	\$41,809 10.3 days	\$40,566
School	15.8 days	op nom 11.1 days	10.5 days	11.0 days
	4.0	D	5.0	0.0
Principal's years at school Student-teacher ratio in core subjects	1.0 20.6 to 1	Down from 5.0 Up from 20.4 to 1	5.0 23.0 to 1	3.3 21.3 to 1
Prime instructional time	93.6%	Up from 89.1%	89.6%	89.3%
Dollars spent per pupil*	\$7,141	Up 34.6%	\$5,472	\$5,821
Percent of expenditures for teacher salaries*	50.2%	Down from 65.4%	63.1%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences SACS accreditation	99.4% Yes	Up from 98.0% No change	96.2% Yes	95.0% Yes
Character development program * Prior year audited financial data are reported.	Excellent	N/A	Good	Good
		Our District	St	ate
Highly qualified teachers in low poverty	schools**	92.2%	92	.0%
Highly qualified teachers in high povert	y schools**	100.0%		.1%
		State Objectiv	e Met State	Objective
Highly qualified teachers in this school'	**	65.0%	Y	es
Student attendance in this school		95.3%	Y	es
**NOTE: The verification process was not complete	d for the year ren	orted: therefore the count of h	iahly auglified teachers r	may not be accur

^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

L E Gable Middle 420

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students, faculty, and staff of L.E. Gable Middle School experienced another outstanding year. Excitement, enthusiasm, and determination were evident each day as our school worked toward excellence.

During the 2003-2004 school year, the faculty and administration of L.E. Gable Middle School adopted five literacy goals for our students. The five literacy goals included reading twenty-five books, writing a research paper, learning reading and writing strategies, participating in enriched language arts classes, and writing frequently in all classes. In preparation for the implementation of these literacy goals, our teachers participated in summer workshops as well as staff development throughout the school year designed to enhance the promotion of literacy at the middle school level. As a part of the promotion of literacy, each academic and exploratory teacher was responsible for teaching reading through the use of five literacy strategies. These strategies provided our students with skills in the areas of comprehension, listening, summarization, organization, and note-taking. Each academic teacher at GMS was trained in "Thinking Maps." This is a process that uses different graphic organizers to help students organize their thoughts and improve the writing process. L.E. Gable Middle School also implemented a school-wide sustained reading program in which students read each day for fifteen minutes in a specified class.

Many accomplishments were celebrated at GMS during the 2003-2004 school year. Twenty-seven eighth grade students were selected as SC Junior Scholars for excellent performance on the PSAT. GMS competed in the Continental Math League where all three grade levels placed first in the state. The GMS band director earned the Outstanding Jazz Educator's Award given by the National Band Association. Five GMS students were selected to participate in the 2004 ACDA Southern Division Junior Honor Choir in Nashville, Tennessee. The Battle of the Brains team had a very successful year by advancing to the championship round. An eighth grade student was selected as Spartanburg School District Six's middle school winner for the Lt. Governor's Writing Contest. The GMS drama teacher was selected as the MUSE Machine Advisor of the Year. Also, the GMS ITE teacher was selected as South Carolina's LEGO Coach of the Year. The faculty, staff, administration, and students participated in several community service projects. The Relay for Life campaign raised \$5,782.20 while the Pennies for Patients drive netted \$3.100.

L.E. Gable Middle School continues to be a tremendous source of pride in our area. Parental and community involvement are at unprecedented levels and ensure that our school will continue to excel to extraordinary heights of student achievement.

Ronald W. Garner, Principal Seth Buckley, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

EVALUATIONS OF TEACHERS, Groberts, AND	IAKENIO		
	Teachers	Students*	Parents*
Number of surveys returned	54	238	192
Percent satisfied with learning environment	100.0%	83.1%	87.9%
Percent satisfied with social and physical environment	100.0%	86.0%	82.9%
Percent satisfied with home-school relations	100.0%	89.4%	66.7%
*Only students at the highest middle school grade level at this school and their no	arents were includ	led.	